



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

North Central ESD 2nd Floor Ponderosa Room
430 Olds Station Road Wenatchee, WA 98801-1847

September 9-11, 2014

Minutes

Tuesday, September 9, 2014

Members Attending: Chair Dr. Kristina Mayer, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Isabel Muñoz-Colón, Ms. Judy Jennings, Ms. Holly Koon, Dr. Deborah Wilds, Mr. Kevin Laverty, Dr. Dan Plung, Ms. Cindy McMullen J.D., Mr. Randy Dorn, Mr. Jeff Estes, and Ms. Madeleine Osmun (16)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Linda Drake, Ms. Sarah Lane, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Colleen Warren J.D., and Ms. Tamara Jensen (9)

Staff Excused: Ms. Denise Ross (1)

The meeting was called to order at 8:00 a.m. by Chair Mayer.

8:00-8:30 a.m. Retreat Orientation

Board members took part in an educational activity featuring questions about Washington State.

8:30-11:45 Review of SBE Strategic Plan

Mr. Ben Rarick, Executive Director
Mr. Parker Teed, Special Assistant
Ms. Sarah Lane, Communications Manager
Dr. Andrew Parr, Senior Policy Analyst

Dr. Andrew Parr presented on the achievement and opportunity gaps in Washington State. The gaps start before the students enter the system and the gaps do not close quickly enough during the students' time in the system. The current trend for closing gaps is not short-term and would take many years to significantly close. Members noted that closing the gaps isn't the only topic, but that the kids who are performing higher must also improve. Both groups should be moving up quickly; the subgroups who are experiencing a disparate gap should be moving up more quickly. Board members discussed the employment opportunities for today's children and the changing dynamic in schools to meet the needs of changing demographics. Board members discussed how academic rigor has increased but the support for all students that would lead to closing the gaps has lagged behind.

Board members asked the following major questions and made the following statements about their future policy work:

- Members noted that longitudinal measurement of the progress of students in the Required Action District (RAD) and School Improvement Grant (SIG) schools is

important to understanding whether the interventions and supports improve student outcomes over time.

- The system must learn how to bolster the academic growth of all children and not just impact the average student. Members asked themselves how they can foster this change through the Board's work.
 - Members discussed socioeconomic differences in relation to the gaps in the school system. They talked about targeting resources to the neediest schools and areas. Property-rich locations have more access to resources.
 - Members discussed the need to change belief systems about who is going to be successful and who is not.
- There should be a comprehensive look at capacity and policy issues that are creating obstacles and challenges for schools and districts. From this, where is the biggest bang for the resources, what will impact change?

Mr. Parr presented three sets of slides displaying the gaps in early childhood, then in middle grades and, finally, the high school years. There are large and persistent gaps starting in early childhood and persisting through to the end of high school. He provided a brief overview of the Adequate Growth Percentile model, showing the difficulty for kids to catch up. He asked board members to discuss the ESSB 5491 system-wide goals of all students meeting proficiency and graduating by 2027.

- A member noted that there is a problem with grants that build unsustainable capacity. The member stated that interventions and supports from Required Action and School Improvement Grants should provide sustainable improvement. Another member stated that change management research shows that the sustainability of support is critical and that high-leverage strategies should be chosen for the Strategic Plan.
- Members discussed the Board's opportunities and limitations to mitigate the impacts of poverty. During this discussion, members noted that poverty can strip students of agency, influence their decision-making patterns, and is a deciding factor in their readiness for entering the K-12 system. Members discussed the limitations of authority or ability to affect socioeconomic conditions outside of the K-12 system that impact student success. Members stated that partnerships with other agencies can address the impacts of poverty, thus improving outcomes for students.

Ms. Suliman presented a graphic to help members think about additional indicators of student opportunity to complement the current outcomes based indicators used to evaluate educational system health. Mr. Rarick introduced the Strategic Plan discussion and explained the major steps moving forward. Mr. Teed summarized the process of developing the Strategic Plan, described the materials in the board packet, and highlighted major takeaways from each phase of the planning process. Ms. Lane described the takeaways from a stakeholder survey on the Strategic Plan.

11:45-12:15 p.m. Public Records Act and Open Public Meetings Act Training
Ms. Colleen Warren, Assistant Attorney General

Ms. Warren provided training on the Public Records Act and Open Public Meetings Act as required by law. Board members provided signed receipt of the training.

12:15-1:15 Lunch

1:15-2:45 Team-Building Activity

Board members engaged in an outdoor team-building activity to foster camaraderie and open communication.

3:00-5:00

**Continued Discussion of Strategic Plan
Review of Board Norms and Operations**

Mr. Ben Rarick, Executive Director

Ms. Sarah Lane, Communications Manager

Mr. Rarick reviewed the draft skeleton Strategic Plan, explaining the changes to the vision, mission and the consolidation of five goals into only three. He emphasized the role of student leadership on the Board. He stated that the term “achievement gap” should remain, but that objectives tied to closing the opportunity gap are the way to closing the achievement gap. He suggested that the ESSB 5491 report can be leveraged to advance Board priorities. Although members may have interest in advancing certain priorities, he noted that a significant amount of time goes towards responsibilities that are assigned by the Legislature.

Board members offered feedback on the following elements of the Strategic Plan:

- Structural improvements for alignment of goals and objectives with the vision and mission statements. A member offered the Strategic Plan presented as a table with supporting strategies and a tactical plan. Members voiced support for this structural improvement and said that further alignment must be done.
- Measurement of progress for each goal. Members stated that aligning the Strategic Plan to the ESSB 5491 indicators of educational system health is important. Members noted the particular importance of following the students who were in schools receiving targeted support.
- The importance of socioeconomic conditions to student success. Members discussed the potential role and limitations of the Board in addressing issues of poverty and opportunity.
- The definitions of Opportunity Gap and Achievement Gap and the use of these terms in the Strategic Plan. Although there was a mixed opinion on the terms, there was general agreement that opportunity gaps - disparate inputs - lead to achievement gaps - disparate outcomes. Members stated that a list of inputs like quality instruction, wraparound services, and other programs or services would help to define opportunity gap. Members noted that the achievement gap is already operationalized in the Achievement Index and ESSB 5491 indicators.
- Members discussed the timeline for legislation on *McCleary* funding and how the issue may or may not fit into the Strategic Plan.
- Members discussed various issues related to specific possible goals, objectives, and strategies including:
 - Building student agency in an effort to improve outcomes.
 - Distribution of leaders and teachers among schools.
 - Improvements to data usage in schools and districts.
 - Engaging other agencies and stakeholders throughout the system to collaborate on closing gaps.
 - Personalizing education for all students.
 - Strengthening transitions between early education, elementary, middle, high school, and college and career.

Following the board discussion, Mr. Rarick checked in with the Board on four major takeaways and next steps from the Strategic Plan discussions:

1. There is a structural symmetry issue with the plan that needs more work. The structural improvement document that a member provided allowed members to start considering how to recalibrate structurally. Symmetry and alignment are missing from the skeleton.

2. This process is at a breakneck pace and the Board is doing a ton of work. The Board has a rich body of ideas. The next step is for staff to come back and say that there is a rich body in a structure of restraint. Here is how it will manifest in the plan. However important all of the ideas are, they can't all be in there. It is important to consider how the plan would be tactically leveraged to make things happen.
3. The updated Strategic Plan will be sent to members before November with a document that fleshes it out. The plan is to post it online and receive improvements and revisions from board members.
4. As a short-term plan in furtherance of the broader Strategic Plan, we need to have a discussion about what will actually happen. *McCleary* is a top priority and the Board needs to discuss how board will take the tactical steps to reach the goal.

5:00-6:00 Educational Tour at the Wenatchee Valley Museum

Members visited the Wenatchee Valley Museum to view exhibits showing the educational, economic, and cultural history of the Wenatchee Valley. Members had the opportunity to learn about how the museum educates children on the lives of previous generations in the Wenatchee Valley.

6:00 Adjourn

Wednesday, September 10, 2014

Members Attending: Chair Dr. Kristina Mayer, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Isabel Muñoz-Colón, Ms. Judy Jennings, Ms. Holly Koon, Dr. Deborah Wilds, Mr. Kevin Laverty, Dr. Dan Plung, Ms. Cindy McMullen J.D., Mr. Randy Dorn, Mr. Jeff Estes, and Ms. Madeleine Osmun (16)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Linda Drake, Ms. Sarah Lane, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Colleen Warren J.D., and Ms. Tamara Jensen (9)

Staff Excused: Ms. Denise Ross (1)

8:00-8:15 a.m. Call to Order

Chair Mayer called the meeting to order at 8:00 a.m., administered the oath of office for Ms. Madaleine Osmun, and provided an overview of the agenda for the day.

Consent Agenda

Motion made to approve the Minutes for the July 2014 Board Meeting.

Motion seconded.

Motion carried.

Motion made to approve the Minutes for the August 2014 Special Board Meeting.

Motion seconded.

Motion carried.

8:15-8:30

Nominations for the Executive Committee

Mr. Bob Hughes, Executive Committee Nominations Chair

Member Hughes called for nominations for the Executive Committee and summarized the elections process that would take place later in the day. He stated that the elections would be for the following positions:

- Chair
- Two member-at-large positions on the Executive Committee
- Immediate Past Chair to start after Dr. Mayer's term expires

8:30-9:00

Student Presentation

Ms. Madaleine Osmun, Student Board Member

Ms. Osmun presented on her story in K-12 education. She has attended many schools and lived in many homes. She overcame a roadblock in learning and pushed through a difficult learning obstacle. Now, when she confronts a challenge, she finds strength in knowing that she can work through an obstacle. She emphasized the importance of a counselor to help her overcome fear. She noted the importance of athletics and that she made many friends on a cross-country team and values her participation in track. By using the Washington Occupational Information System in school, she found an interest in engineering. Throughout her education, she has sought harder courses including Quest, a class with multiple assessments as admission requirements.

9:00-10:30

Assessments Required for High School Graduation –Transition to Common Core and Next Generation Science Standards

Ms. Robin Munson, Assistant Superintendent of Assessment and Student Information, OSPI

Dr. Doug Kernutt, Consultant

Ms. Linda Drake, Research Director

Mr. Ben Rarick, Executive Director

The Chair introduced Cinda Parton, Director for Assessment Development and Michael Middleton, Director for Business and Special Populations, who attended to represent OSPI and Robin Munson.

Ms. Drake introduced the topic of assessments by stating that assessments provide information for assessing system health and providing benchmarks for student achievement. Ms. Drake stated that the Board had the following specific duties:

- Setting scores for meeting standard
- Setting scores for graduation on exit exams and alternative assessments

She stated that the Board also has a broad role on:

- Providing consultation to the SPI to maintain and continue to develop and revise the statewide assessment system
- Providing consultation to the SPI in the transition to assessments based on the Common Core State Standards

Changes are coming to the assessment system. First, there is a change in standards. Second, there is a change in when the test is administered from 10th to 11th grade. The type of test is changing from high school proficiency to a college and career ready exam. The system will be entering a transitional time with alternative options for meeting graduation requirements. The Board sets cut scores for meeting graduation requirements. Legislation gave the SBE the authority to set a cut score for the SBAC and provided that it may be different from the Career and College Ready cut-point. OSPI has the authority to further refine the testing system. It is

crucial that the Board have a position and provide leadership on the assessment system. Given the tradeoff of challenges and the valuable information from assessments, is it at the right balance right now?

SBE staff stated that the draft legislative priority on assessments would eliminate the Biology COE as an exit requirement, but would expand testing alternatives. Essentially, it would eliminate the biology test requirement, thus eliminating the Biology COE. The Board should consider:

- The future of alternative assessments
- What should happen to COEs
- Biology assessment may become an impediment to the introduction of the broad science standards of NGSS.
- What should be the basis for setting the SBAC cut score?

Ms. Parton discussed the impact of the assessments on graduation rates. Grade 10 has been the accountability year. In 2015, it will change with the SBAC to grade 11. She displayed slides on the changes in graduation as assessments were required. The overview of grade levels, primary assessments, and alternative assessments are displayed in the PowerPoint presentation that can be found in the additional materials section of the online board packet.

Mr. Middleton presented on the issues during the transition to the SBAC. This information can be found on the “Issues as we transition: alternatives” slide in the OSPI assessment PowerPoint included in the additional materials section of the board packet. The following options were presented as Superintendent Dorn’s proposals:

- Plan A: Elimination of assessment as a graduation requirement
- Plan B: Update and streamline options to fulfill assessment graduation requirements

Board members asked clarifying questions about the OSPI staff presentation.

Mr. Kernutt presented on the information that he has been able to gain from discussing the implications of the current model of the assessment with administrators throughout the state. He stated that, although assessment scores will go down and it is not comparable on an analytical basis, the communities will compare results from before the SBAC to after it has been implemented. He discussed the challenges to districts with implementing the new assessment system. These challenges included the following major issues:

- On-line assessments and related technology issues
- Record-keeping and monitoring
- Instructional, Intervention, Remediation challenges
- Communication with students, parents, and staff

SBE staff highlighted the following systemic issues:

- Future of Alternative Assessments
 - What alternatives should be available during the transition years and in 2019 and beyond?
 - What should happen to Collections of Evidence?
- Future of the Biology End-of-Course (EOC) exam
 - Should the Biology EOC be eliminated as an exit exam?
- Cut score for high school graduation on the Smarter Balanced Assessment
 - What should the Board consider in setting a cut score for graduation that may be different from the consortium-developed score for College and Career Readiness?

Board members asked clarifying questions of Mr. Kernutt, then general questions of the presenters. This discussion focused on technological and staff capacity issues, supports provided to student to prepare for the assessments, and issues with the Biology COE.

Mr. Rarick summarized a few issues of coherence with legislation on assessments.

1. Issue with timing of alternative assessments.
2. Whether the Biology COE should be offered in the absence of an assessment based on the Next Generation Science Standards. The timeline for phasing out the Biology COE is not in the law. A science assessment would still be required for federal law, but if it would no longer a high-stakes assessment for graduation requirements, then the COE could be eliminated.
3. The two-cut-score approach for the 11th grade SBAC. From the staff perspective, it was always the intent of the Legislature to do no harm to the cut score by attempting to mitigate the “cliff” from transitioning to the SBAC. The SBAC consortium will set the cut-score for career and college readiness. The Board can set the cut-score for graduation. The graduation cut-score can be lower than the career- and college-ready cut-score to mitigate the cliff, thus being sensitive to the graduation of students.

Members stated that there needs to be balance between:

- Increasing rigor
- Having more children graduate; and,
- Taking time away from school staff.

10:30-10:35 **Break**

10:35-11:20 **Legislative Priorities**

Mr. Ben Rarick, Executive Director

Mr. Jack Archer, Director of Basic Education Oversight

Ms. Julia Suliman, Policy Analyst

Mr. Rarick stated that the Legislative Priorities has one priority – the Ample Provision priority – that is related to the *McCleary* funding resolution. Ms. Suliman summarized the Ample Provision and *McCleary* funding resolution. Mr. Archer summarized the professional learning for educators, ESEA flexibility waiver, and assessment priorities. Ms. Suliman summarized the High School and Beyond Plan priority. Memos explaining the background and rationale for these priorities can be found in the “Legislative Priorities” section of the online board packet. Board members asked questions about the priorities. Members discussed potential amendments to the *McCleary* resolution. Mr. Rarick noted the potential implications and difficulty of pursuing the Ample Provision priority.

11:20-11:45 **Developing and Implementing a High Quality High School and Beyond Plan**

Ms. Julia Suliman, Policy Analyst

Mr. Doug Kernutt, Consultant

Ms. Suliman summarized the process of working with partners and practitioners to identify elements of and barriers to high-quality High School and Beyond Plans and ways the Board and partners can help build capacity. A memo summarizing the challenges and essential elements can be found in the online board packet. She highlighted professional development/outreach, guidance on the SBE website, and online tools that could aid the development and implementation of a high-quality High School and Beyond Plan. Staff recommended that the SBE website house a FAQ and other guidance and resources on the High School and Beyond Plan and that staff continue to work with partners to develop other resources. Board members

discussed the development and implementation of a high-quality High School and Beyond Plan. Board members raised the following issues:

- The importance of defining and measuring success in life and the preparation for skills beyond academic performance. For life, there are issues of financial literacy, computer literacy, personal goals, and basic life-skills.
- Members raised concerns that many students, particularly those experiencing poverty, do not have exposure to knowledge of career opportunities. However, a member stated that career plans change so often in a person's life that there is futility in having a plan.
- A member requested that, for schools that offer only six-course per day, staff explore what subjects the HSBP is being placed into and how it is impacting instructional time.

11:45-12:00 p.m. Executive Committee Elections

Mr. Bob Hughes, Chair

Motion made to suspend the Board's bylaws to allow for the newly elected executive committee member representing the immediate past chair to assume position as an officer of the Board's Executive Committee following the January 2015 meeting of the Board.

Motion seconded.

Motion carried.

Mr. Hughes explained the process for the executive committee elections. Ms. Isabel Munoz-Colon was elected to the position of Chair. At the end of this September meeting, Ms. Munoz-Colon becomes Chair and Dr. Mayer becomes Immediate Past Chair. Mr. Kevin Laverty was elected to the executive committee as a member-at-large. The election for the other member-at-large position on the executive committee was a tie between Peter Maier and Connie Fletcher. Members voted a second time for this position, resulting in another tie. In response to the tied vote, Chair Mayer stated that elections for the member-at-large position and the immediate past chair position that will open after Dr. Mayer's term expires in January would be conducted during the November board meeting.

12:00-12:15 Public Comment

Ms. Brenda Hargraves, Wenatchee School District

Ms. Hargraves commented on Common Core State Standards and high-stakes testing. She stated that consistency throughout the states is important for students who are moving among the states, but raised concern with the Common Core State Standards. She stated that rigor is important but setting the standard too high can cause students to quit. She stated that testing in 8th grade is not required for graduation, but not meeting standard on the assessment will discourage students.

Mr. Chris Cloke, Wenatchee School District

Mr. Cloke stated that, from his experience with TPEP, no one measure is a good measure of an individual's performance and ability. It is one thing to say that curriculum should improve, but it is another thing to provide the necessary resources. He stated that before those standards are raised, it is important to provide the resources necessary for them to reach the goal. In addition to the test, the interim evaluations are important. The loss of instructional time to assessments is very important. The focus on a single test instead of Core 24 is an issue. With an array of classes, students end up restricting and "double-dosing" so that they can meet standard in reading, writing, math, and science. This reduces their focus rather than expanding it. He supports the movement towards Core 24 instead of the use of assessments.

Ms. Wendy Rader-Konofalski, Washington Education Association

In response to the Board's proposed *McCleary* resolution, Ms. Rader-Konofalski voiced support. She supported that the funding should not be gouged out of other programs and that it is important that the SBE state that. She stated that the resolution is very important. She raised concern with the time that is put into the HSBP. With all of the changes including the implementation of Common Core, TPEP, SBAC, and other statewide programs, it is important to be mindful of the time necessary for the HSBP. She stated that WEA is not in favor of the ESEA Flexibility Waiver priority. She noted the Vermont letter and that Vermont is asking to reduce the use of assessment and the assessment scores in evaluating teachers. She stated that the questions about balancing rigor with student success are important and that more math and science assessments will reduce student success. She stated that there will be time concerns for students to pass the tests and still have the alternatives available. She suggested that students should be able to choose from the alternative assessments.

Ms. Jennifer Talbot, Wenatchee School District Parent

Ms. Talbot welcomed the Board to Wenatchee. She stated that she is a director on the Wenatchee School Board but that her comment today is simply as a parent and an education advocate. She commented on discipline as a system indicator and the use of Positive Behavioral Interventions and Supports (PBIS). She stated that she is grateful that the Board toured PBIS schools. She encouraged the Board to explore the School-Wide Information System because it would benefit the state's districts and schools. She voiced support for professional development for teachers and staff to interpret behavior data.

Mr. Justin Montermini, Workforce Training and Education Coordinating Board

Mr. Montermini stated that he would like to see that work-based learning is included in the HSBP. He stated that these work experiences, including apprenticeships and internships are the secret to entering the workforce. He stated that work experience is very important to student success. He suggested that it be added to the four essential components of a High Quality High School and Beyond Plan.

12:15-12:40 p.m. Executive Committee Elections
Mr. Bob Hughes, Chair

The elections continued during this time period. Please see the full description above in the 11:45 to 12:00 p.m. Executive Committee Elections section of the minutes.

12:40-1:00 Lunch

1:00-1:15 Public Hearing – Proposed Amendments to Chapter 180-19 WAC (Charter Schools)
Mr. Jack Archer, Director of Basic Education Oversight
Ms. JoLynn Berge, Chief Financial Officer, OSPI

Mr. Archer explained proposed amendments to the charter school rules. He said that three written comments had been received on the proposed. Ms. Berge presented the fiscal impact statement via teleconference. She stated that there was no fiscal impact. There was no public testimony.

1:15-2:30 Statewide Indicators of Educational System Health
Dr. Andrew Parr, Senior Policy Analyst
Ms. Linda Drake, Research Director
Mr. Ben Rarick, Executive Director
Ms. Julia Suliman, Policy Analyst

Ms. Drake summarized the presentations and stated that staff would cover the following subjects:

- Additional indicators;
- Leadership through recommending reforms to address indicators that are not meeting goals and closing the gaps;
- Peer state and national comparisons of educational system health; and,
- Update to the website for this year's indicator reporting.

Mr. Parr presented on the goal-setting and the progress towards goals of the revised indicator in the 2013 report. This PowerPoint can be found in the additional materials section of the website.

Ms. Suliman stated that members should consider the following guiding questions when considering additional indicators:

- What does a healthy system look like, beyond the current indicators?
 - What aligns with the SBE Strategic Plan?
 - What does the Legislature need to focus on?
- How would these potential indicators look in a healthy system?
- If not meeting a goal, what kind of policy changes or system reforms might be suggested?

She reviewed the following possible indicators for inclusion in the 2014 ESSB 5491 Report and others that may be explored for future reports.

- Student Discipline. She recommended a composite indicator that includes the proportionality of student discipline rates to enrollment rates and the number of days students are excluded.
- Access to Pre-K. She recommended an indicator based on the percentage of three and four year olds enrolled in Pre-K in Washington and compared nationally
- Parental Educational attainment. She stated that there is the potential for a family-related indicator based on KIDS Count with the percentage of children in families where head of household does not have a high school diploma
- Parent Engagement. She stated that there is the potential for an indicator on parent engagement from a survey.
- Teacher-Related. She stated that there is potential for the following indicators:
 - Distribution of quality teachers (based on TPEP)
 - Percent of students with teacher outside of endorsement (PESB developing data)
 - Candidate pool alignment with system need (PESB developing market analysis)

She summarized recommended revisions that board members will consider directing staff to work on for the ESSB 5491 report:

- New Indicators:
 - Discipline: Disproportionality, number of days lost
 - Access to Early Childhood Education: Percentage of 3-4 year olds enrolled in Pre-K (part of WaKIDS)
- Revised Indicators:
 - Language Acquisition: Remove from 3rd and 8th grade, include Former ELL graduation rate as sub-indicator in High School Graduation Rate
 - Adequate Growth: Remove Growth Gap from 8th grade, add percentage of students meeting Adequate Growth Percentile in 4th and 6th grade to 8th grade/high school readiness indicator

Members made the following suggestions:

- Deciding on indicators before the Strategic Plan is finished may be premature.

- Separating inputs from outputs in the ESSB 5491 report may support a shared understanding of the difference between opportunity and achievement gaps.
- Members raised concern about the snapshot purpose of the indicators, warning that too many indicators would make it less useful to the Legislature.
- Members showed interest in surveying parents, but cautioned that surveying parents could become a problematic and large issue.
- Retention rates of teachers would be simple to track and would be important to understand the educational component. Teacher mobility was also suggested.
- Understanding what indicators can be used to advance Board priorities is important in deciding whether to include them or not.

2:30-2:45 **Break**

2:45-3:00 **Reports From Former Student Board Members – Where Are They Now?**

Mr. Parker Teed, Special Assistant
 Mr. Matthew Spencer, Former Student Board Member
 Mr. Jared Costanzo, Former Student Board Member

Mr. Spencer and Mr. Costanzo shared their progress in career, college, and life since serving as student board members.

3:00-4:45 **Board Discussion**

Ms. Lane presented on the options for an electronic packet. A member requested a one-page cheat-sheet on how to use the electronic copy. Multiple members already use electronic copies of the packet. However, other members stated that they would be unable to read through the entire packet on a computer.

Members discussed the upcoming business items and refined the wording in exhibits in preparation of amending the documents during business items. Discussion was focused on the following business items:

- The wording for the *McCleary* funding resolution and potential amendments
- Issues with advocacy and implementation of each legislative priority
- Assessment requirements as a legislative priority
 - A member requested that Mr. Rarick have a discussion with Superintendent Dorn about his proposed assessment requirement options.
 - A member provided a document with an alternative legislative priority that would put a hiatus on high-stakes testing during the assessment transitional period. Board members discussed the document.

5:15-6:10 **Business Items**

Motion made to approve Sulamita Christian School Initial as an approved private school for the 2014-2015 academic school year.

Motion seconded.

Motion carried.

Motion made to direct staff to complete work on the Board's report to the Washington Legislature on the status of the statewide indicators of educational system health, as required by RCW 28A.150.550, for full consideration by the Board at the November 2014 meeting,

including the addition of discipline and access to Pre-K and revision of the language acquisition and adequate growth components as presented to the Board at the September 10th meeting.

Motion seconded.

Motion carried.

Motion made to direct staff to complete work on SBE's proposed strategic plan, consistent with Member Plung's proposed integrated framework and board discussion during the September 10, 2014 planning retreat, for consideration by the Board at the November 2014 meeting.

Motion seconded.

Motion carried.

Motion made to approve the Board's Operational Budget for fiscal year 2015 as shown in Exhibit A.

Motion seconded.

Motion carried.

Motion made to adopt the proposed amendments to the Board's charter rules, WAC's 180-19-010 through 180-19-090, as set forth in Exhibit B.

Motion seconded.

Motion carried.

Motion made to approve SBE's Funding Resolution as set forth in Exhibit D.

Motion seconded.

Motion carried.

Motion made to approve the Board's legislative priorities regarding Ample Provision, High School and Beyond Plan, and ESEA Flexibility Waiver as presented in Exhibit E with the addition under ample provision of the words "and sustainable" after "reliable."

Motion seconded.

Motion carried.

Motion made to adopt the Board's legislative priority as set forth in Exhibit F.

Motion seconded.

Amendment proposed to add the wording in Exhibit F to specify "of ten days or the equivalent" and to specify "beginning in the 2015-16 school year."

Amendment seconded.

Amendment proposed to remove "beginning in the 2015-16 school year."

Amendment seconded.

Amendment carried.

Motion carried.

Motion made to adopt the Board's legislative priority as set forth in Exhibit G.

Motion seconded.

Amendment made to add back the language that has been struck concerning the biology Collection of Evidence.

Amendment seconded.

Amendment failed.

Motion carried.

6:10 p.m.

Adjourn

Thursday, September 11, 2014 Site Visits

Members Attending: Chair Dr. Kristina Mayer, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Isabel Muñoz-Colón, Ms. Judy Jennings, Ms. Holly Koon, Dr. Deborah Wilds, Mr. Kevin Laverty, Dr. Dan Plung, Ms. Cindy McMullen J.D., Mr. Randy Dorn, Mr. Jeff Estes, and Ms. Madeleine Osmun (13)

Members Excused: Mr. Randy Dorn, Mr. Daniel Plung, and Ms. Cynthia McMullen (3)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Linda Drake, Ms. Sarah Lane, Mr. Parker Teed, Ms. Julia Suliman, and Ms. Tamara Jensen (7)

Staff Excused: Dr. Andrew Parr, Ms. Denise Ross, and Ms. Colleen Warren J.D. (3)

8:00-8:30 a.m. Pre-briefing at the Wenatchee School District Office #246
Mr. Brian Fones, Superintendent

Superintendent Fones presented on the vision of the Wenatchee School that was developed through a collaborative process with the community. He emphasized the importance of networking within the community to provide students with work-based experience and career opportunities upon graduation. He stated that career and college planning begins in 6th grade in the Wenatchee School District. The Wenatchee Learns Connect Center provides a resource for businesses and volunteers to provide work-based learning to students by partnering with the high schools. During visits to Washington Elementary and Wenatchee High School, members enjoyed presentations from the principals and classroom visits guided by school staff and students. Members then learned about collaboration around work-based learning at the Connect Center. After a presentation highlighting the importance of Skills Centers and the role of state government in supporting skill centers, culinary arts students served lunch to board members and offered a tour of their facility.

8:45-9:45 Washington Elementary

10:00-11:15 Wenatchee High School

11:30-12:00 p.m. Connect Center

12:20-1:15 Lunch at Wenatchee Valley Technical Skills Center

1:15 Adjourn